

2.2 Transmittal Letter:

James Osborne
Senior Account Manager
Indiana Department of Administration
Procurement Division
402 W. Washington St., Room W461
Indianapolis, Indiana 46204

Dear Mr. Osborne:

Northwest Media, Inc. (NWM), the owner and operator of the website FosterParentCollege.com (FPC), wishes to thank the State of Indiana for the opportunity to respond to RFP 11-16, Solicitation For: Online Resource Parent Training. We acknowledge that we understand the general information and agree with the requirements listed in Section 1, items 1.1 to 1.23.

NWM can provide services to the State of Indiana on our current operating website at FosterParentCollege.com, an online resource parent training site. The classes on FPC encourage the caregiver's role as described in the RFP Summary Scope of Work.

As you read our Business Proposal, you will find a very stable company that has specialized in resource parent training through video, DVD, print media, and the World Wide Web for the last 25 years. Since August 2006, we have operated FPC and provided over 80,000 resource parent trainings to over 25,000 resource parents throughout the world. The NWM in-house staff is very capable and willing to fulfill what has been described in the Technical Proposal and to meet the terms and conditions set forth in the RFP including, but not limited to, the State's mandatory contract clauses. NWM accepts the mandatory contract terms in the sample contract.

This response and related appendixes are organized and numbered according to the numbering system in the RFP. I will be the contact person for this proposal.

Sincerely yours,
Northwest Media, Inc.



Lee White, President
326 West 12th Avenue
Eugene, OR 97401
Telephone: 541-343-6636
Fax: 541-343-0177
Email: lee@northwestmedia.com

2.3 Business Proposal:

2.3.1 General

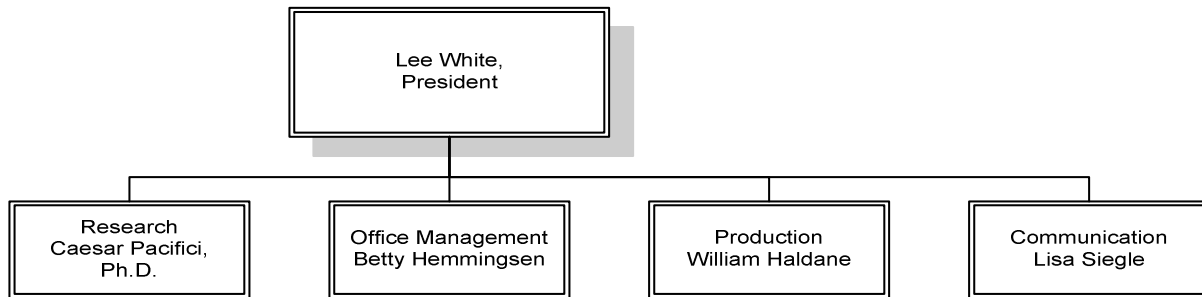
NWM is a small but vertical company serving a niche market in the field of foster, adoptive, and kinship care by creating, producing, and marketing proven-effective training material. Historically, the Foster Parent College (FPC) division began as a research project in 2001. The National Institute of Child Health and Human Development (NICHD) funded a Small Business Innovation Research (SBIR) Phase I grant project with NWM to develop and evaluate educational content for resource parents that could be displayed on the World Wide Web. Development of the initial project continued with NICHD SBIR Phase II funding. Since then, additional SBIR Phase I and II development grants have helped us to provide a wider range of training for resource parents.

In May of 2004, the SBIR Phase III commercialization plan began when NWM created a division to operate the website www.FosterParentCollege.com. FPC online training is used to provide resource parents with proven-effective educational information and to provide certificated training hours for foster parents. A recent SBIR grant is currently funding development of pre-service training classes, some of which are on the FPC site and others of which are in the development stage. FPC currently offers 29 titles that offer comprehensive discussions of specific topics for resource parents. Each class contains audiovisual interactive material using vignettes showing realistic care giving situations and practical solutions to engage parents.

2.3.2 Company Structure/Type of Business Venture

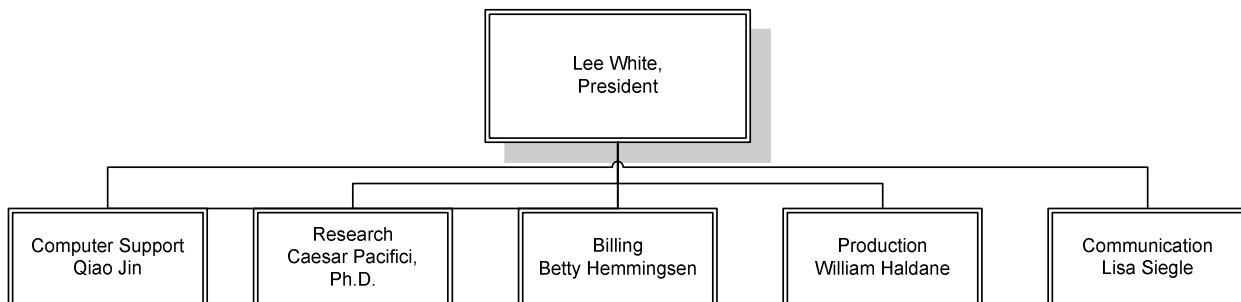
Northwest Media, Inc. (NWM) is a business incorporated in the State of Oregon as of 11/25/1985 (see Appendix 2.3.2, Incorporation Document). The company's dual purpose is to provide quality educational material for 1) resource parents and 2) teens transitioning out of care to independent living. The company operates with four departments: Research, Office Management, Production, and Communication. Our Research Department prepares applications for SBIR grant projects, conducts research studies under funded projects, and publishes results of those studies. Our Office Management Department provides our accounting, fulfillment, and website operations. Our Production Department is our creative side, providing scripting, recording, editing, and end-product reproduction. Our Communication Department services our marketing, sales, and networking.

Northwest Media, Inc. 2010



NWM, although a small company, could be considered to have three main divisions: FosterParentCollege.com, providing online training; SocialLearning.com, our web/catalog store for social learning products; and Vstreet.com, a website providing life skills training for emancipating teens. This RFP response is from the FPC Division.

Foster Parent College Division. 2010



2.3.3 Company Financial Information

Appendix 2.3.3 provides the financial statements for Northwest Media, Inc., including income statements and balance sheets for the calendar years 2008 and 2009.

2.3.4 Integrity of Company Structure and Financial Reporting

Northwest Media, Inc. is a private corporation owned in full by Lee White. The company operates with a single member board of directors. Mr. White carries the responsibility for the thoroughness and correctness of any/all financial information supplied with this proposal. Beyond Mr. White's background in accounting, NWM uses an Oregon CPA firm, Isler CPA, to review our records and prepare our annual IRS tax reports. In

addition, as recipients of National Institutes of Health (NIH) SBIR grants, we follow NIH audit requirements that include contracting with an independent CPA audit firm to prepare an audited financial report related to the NIH agency grants.

2.3.5 Contract Terms/Clauses - suggested modifications to negotiable items

Item #4: Insurance: We would like to negotiate the minimum liability insurance amount set forth in the sample contract.

Item #33: Suggested wording: Video production for use on FPC and/or programming to modify the FPC website ordered by the State and developed by the contractor will be the property of the contractor, NWM. Please note that this section needs to be reviewed and agreed upon during the contract development.

2.3.6 References

The following agencies are clients of Northwest Media, Inc. who use FPC for resource parent training as proposed in NWM's response to this RFP.

Reference 1: Connecticut – Department of Children & Families
505 Hudson St
Hartford, CT 06106
Dina Kelly
860-550-6332
Blandina.kelly@po.state.ct.us

Reference 2: Oklahoma – Department of Human Services
4502 E 41st St, Bldg 4W
Tulsa, OK 74135-2512
April Melillo
918-660-3768
adrea@ou.edu

Reference 3: Oregon – Child Welfare Partnership
626 High Street NE, 4th Fl
Salem, OR 97301
503-365-4772
Dawn Perrault
dperraul@pdx.edu

Reference 4: Colorado – Department of Human Services
1575 Sherman St
Denver, CO 80203
Laurel Moore
303-866-4306
Laurel.moore@state.co.us

2.3.7 Registration to do Business with the State of Indiana

Secretary of State

As of 9/7/10, the Business Entity Filing for Northwest Media, Inc. was approved and filed by the Indiana Secretary of State.

Department of Administration, Procurement Division

As of 9/7/10, Northwest Media, Inc. registered and was approved as a bidder with the Buy Indiana Bidder Registration, Department of Administration (IDOA), Procurement Division.

2.3.8 Authorizing Document

Appendix 2.3.8 contains a signed NWM resolution stating that Lee White, signer of the Transmittal Letter, is authorized to commit NWM contractually.

2.3.9 Subcontractors

The performance of any obligations that may result from RFP 11-16 between Northwest Media, Inc. and the State of Indiana will include one subcontractor. Northwest Media, Inc. is including in Appendix 2.3.9 a subcontractor Letter of Intent from Briljent, LLC, a Women Owned Business registered with the State of Indiana. Briljent, LLC will perform promotional and training duties for the online training within the State. NWM understands that it is responsible for the performance of any obligations resulting from this RFP and that it will not be relieved of its responsibility by the non-performance of the subcontractor.

Contact information for subcontractor:

Briljent, LLC
Kathy Carrier, President
7615 West Jefferson Boulevard
Fort Wayne, IN 46804

260-247-9421 office
260-434-0991 fax

twalker@briljent.com
www.briljent.com

2.4 Technical Proposal:

2.4.1 Service Description

We have the capacity and willingness to provide online in-service training as stated in the RFP paragraph 2.4.1 to serve the 2,500 licensed resource families in Indiana who need online training to supplement classroom/videoconferencing training. The online training we provide at FosterParentCollege.com (FPC) promotes the foster parent roles as stated in items 1-7. FPC online courses are a resource for care giving parents to help meet the specified training needs and keep children safe.

2.4.2 Target Population

Our online training website provides in-service training for currently licensed resource parents and can easily serve the target population identified in the RFP. FPC also has in development and under study a number of online pre-service training courses to supplement classroom pre-service training.

2.4.3 Goals and Outcome Measures

The State's goals set forth in 2.4.3 parallel the goals for FPC set forth by our company in providing online training.

A) Goal #1: Our material is rated as promising proven-effective evidence-based by *The California Evidence-Based Clearinghouse for Child Welfare*. The classes are easy to use and are self-directed. The training is available 24/7 online.

B) Goal #2: FPC's interactivity design allows the resource parent to navigate with a minimum of computer skills. The site offers online summaries and previews of all classes offered, allowing either the Foster Parent Specialist or the resource parents themselves to make informed decisions on which of the classes to take.

C) Outcome measures: FPC will cooperate with the State to support any survey of resource parents regarding the courses taken. If desired, we can provide custom programming for the State to integrate a custom questionnaire for Indiana users.

2.4.4 Minimum Qualifications

2.4.4.1 Instructors/curriculum writers:

A) Degrees: Our content experts/instructors hold degrees in the field of Psychology or Child Development, including six PhDs, four master's or Master of Social Work degrees, one Medical Doctor, and one Psychiatrist.

B) Faculty: Our faculty members are nationally recognized presenters, most of whom are recognized authors in the field of child welfare or in their particular field of expertise.

2.4.4.2 Evidence-based course material:

A) Our course development process: To begin, we select a content expert(s) in the proposed course to be developed. The expert(s) and our staff survey the latest literature for empirical studies demonstrating evidence-based practices in the topic area and include this information in an outline form. A draft script is produced and reviewed by other recognized content experts and field practitioners.

B) Empirical study of courses: Many of the FPC courses have undergone empirical study. The majority of our produced multimedia courses are evaluated using a pre-post study design with a treatment group and a control group. These studies assess how effective the courses are at increasing foster parent knowledge and confidence. We have published the empirical results of several studies of FPC courses in peer-reviewed journals.

2.4.4.3 Charge to register: FPC does not charge anyone to register as a user on the website. Parents who are registered by the State or County and are given training units provided by the State of Indiana can obtain the approved classes without any cost to the individual.

2.4.4.4 Curriculum writers: The NWM staff includes experienced curriculum writers with expertise in interactive web-based education and competency-based curriculum development who work with the content experts/faculty described in 2.4.4.1.

2.4.4.5 Certificate of Completion: Any parent completing an FPC course can print out a “Certificate of Completion” for that course. This certificate is also stored on FPC for later viewing and reprinting by either the agency website administrator or by the parent who completed the course.

2.4.5 Teaching Approach

2.4.5.1 Contact between students and faculty: On any web page within the FPC website, students can use the “contact us” button to select whom they wish to send an email to. The recipients include FPC support staff and content experts or their own local administrator or support staff.

2.4.5.2 Discussion Boards: FPC provides a unique parent discussion board based on the class subject. The board allows for students to post their own ideas and to comment on ideas posted by others. All postings are monitored for appropriateness. Highly controversial questions are referred to an expert in the field for a response.

2.4.5.3 Active Learning Techniques: Although “Active Learning” is a broad umbrella term, in FPC we use Problem-Based Learning Techniques. Our website

provides several cognitive activities using interactive exercises that place the learner in control of his/her learning. In our workshops, the interactive course design facilitates conversation among the participants who work together toward solving a common fostering/adoptive problem. In addition to PBL Techniques, and similar to the Sudbury School Active Learning model, students are able to choose what and when they want to learn. FPC allows parents to choose from a wide variety of courses available online 24/7.

2.4.5.4 Interactive Format: FPC courses are based on audiovisual and interactive learning, supplemented with written material. The FPC interactivities include multiple-choice and true-or-false questions, completion of sentences, and matching items. The interactive exercises provide prompt feedback. In addition, some courses include open-ended questions to be answered by students.

2.4.5.5 Prompt Feedback: The self-paced course activities on FPC provide instant feedback, including a summary at the end of each course and a review questionnaire (with correct answers provided as feedback) to help insure the user “takes away” correct information.

2.4.5.6 Time on Task:

A) Self-paced: FPC classes, including the workshops, are self-paced, meaning the viewer has to progress through the interactivity to complete the course but can do so at his/her own rate.

B) Availability: FPC courses are available to users 24 hours a day, 7 days a week.

2.4.5.7 Diverse Talents and Ways of Learning:

A) Audiovisual Material: Each course provides the training using audiovisual media and audiovisual interactive activities to provide a broader learning experience appealing to both auditory and visual learners.

B) Printed Material: Each FPC course includes printable PDF documents related to the course work for parents to print and retain.

C) Sequenced Delivery: Our classes require students to view the instructional segments in order. They must have viewed and completed each segment, based on the set learning goal, prior to moving ahead to the next segment. Users who wish to re-view any segment of a course can do so, as long as they have previously completed that same segment.

2.4.6 Website Mechanics

2.4.6.1 Agency Management System:

A) Tracking: FPC’s flexible management system allows the State agency administrator and sub-administrators to track/view an individual training report for any of the registered users within the administrator’s control.

The State can configure the report design according to the hierarchy of the group when setting up the original accounts.

Example 1: The State can set up an umbrella account for the entire State of Indiana, with sub-accounts designated for each county. Each county, say Marion County, can set up designated sub-accounts for the regions or public or private providers or cities in the county.

Example 2: Marion County could have as a sub-group the city of Indianapolis. The city could then be broken into smaller neighborhood sub-groups, e.g., the South Central Region of Indianapolis. Therefore, electronic or printed reports could be produced for each level of sub-group (such as Indianapolis, South Central) or collectively for the group (Marion County) or for the entire State of Indiana.

B) Parent Registration: There is flexibility in both design and application of the FPC system. In regards to registration of parents: administrators in the hierarchy for each sub-group can register the parents/staff of those sub-groups tiered below.

Example 3: The State can provide an administrator (registrar) for the entire state or region. Or this duty can fall on the sub-group-assigned administrators.

Example 4: The administrator for South Central Indianapolis could be the person registering the parents from South Central.

C) Reports: FPC reports using the hierarchy registration configuration provide parent activity on the website. The local, regional, or statewide reports can be refined by the time period (date range), type of member, particular courses taken, training units spent or unspent, and by group. The reports show the activities that took place during the requested time period and include a summary of activity, an activity detail, individual reports, and units spent. Reports are transferrable to an Excel format for additional summarization or for use in agency reports.

D) Staff Training:

1) Online: FPC provides staff training through the Certified Consultant Program. This 10-hour online training (including webinars, interactive web and DVD training) helps the State or County or agency staff person in charge of the FPC program to fully grasp the power of the FPC website and the management system. We will certify the staff person to be knowledgeable of our website.

2) In-person: NWM/FPC can also arrange for in-person, full-day staff workshop training sessions.

3) Costs for staff training: please see section 2.5, Cost Proposal.

2.4.6.2 Ease of Use: FPC is designed for ease of use by the consumer. Individual users enter their unique password to access their personal home page. The home page is simple to navigate and with a click of the mouse provides information on the user's FPC history, current state of classes being taken,

access to previously earned certificates, training units available, and previews of classes available. Two mouse clicks provides access to view a class or visit the class discussion board. For parents who use training units as described in this proposal, a course can be selected and begun with two mouse clicks.

2.4.6.3 Technical Support: FPC has both online help and an “800” help line call-in number during NWM’s business hours of 11:30 a.m. to 8:30 p.m. Eastern time. In addition, we have a “comment” tab on each web page that allows email contact with the group administrator or the FPC support staff. We also provide a FAQ section with a computer self-diagnostic tool system.

2.4.7 Courses Offered

2.4.7.1 Behavior Management: FPC provides Behavior Management Courses designed for foster, kinship, and adoptive families. A full listing of Behavior Management course titles appears in Appendix 2.5, and course descriptions listed in alphabetical order appear in the Appendix for 2.4.7.1.

2.4.7.2 Parenting Strategies: FPC provides Parenting Strategies Courses designed for foster, kinship, and adoptive families. A full listing of Parenting Strategies course titles appears in Appendix 2.5, and course descriptions listed in alphabetical order appear in the Appendix for 2.4.7.2.

2.4.8 Billing Components

2.4.8.1 Training taken: FPC will bill the State of Indiana for the number of training units begun by parents on a per month basis. A training unit is equivalent to certifying two hours of training for one individual.

Example 1: An individual would earn 8 hours of in-service training and 4 training units would be spent.

Example 2: A two-adult family would earn 8 hours of training per person (4 training units each) for the family’s total of 8 training units spent.

2.4.8.2 Staff Training: Staff training cost is described in section 2.5 of our response.

1) Staff Training on-line: We offer a Certified Consultant Program for staff administrators. The 10-hour online course uses interactive media, DVD, and webinars to explain the management system and the in-depth features of the FPC site. This course also provides training on how to encourage FPC usage within the agency. In section 2.5, we offer a highly discounted price for this training to encourage use of on-line staff training.

2) In-person Staff Training: Optional in-person group staff training sessions will be provided by NWM or NWM’s sub-contractor.

2.4.8.3 Technical Assistance Support:

- 1) Consumer support is provided at no charge during weekdays (excluding our holidays) between the hours of 11:30 a.m. to 8:30 p.m. East coast time zone.
- 2) Custom Programming: We can provide custom programming of the website to serve the State's needs for specialized reports or other needs.
- 3) We also offer to develop specialized classes.
- 4) We will add State-prepared printed information to our electronic class handout sections at no cost.

2.4.8.4 Reports:

- 1) Agency/staff workers can self-print any report from the current management system at no cost.
- 2) If the State of Indiana or any of the sub-agencies require NWM/FPC to provide hard-copy printing of reports there will be a charge of \$1 per page, with a minimum charge of \$5 per report.

2.4.9 Technology Requirements

2.4.9.1. Assistive Technology Compliance Evaluation Form: please see Appendix for 2.4.9.1, Attachment D. We have completed the sections that apply to web-based technology.

2.4.9.2 Computer Disaster Recovery Plan: The Computer Disaster Plan is included with our Corporate Computer Security and Recovery Configuration Report in Appendix for 2.4.9.5.

2.4.9.3 Hardware/Software Requirements:

A) PC Computers: Internet Explorer 6.0+; Firefox 2.0+; Safari 3.0+; Mozilla 1.9+ Flash Player 9 or higher; audio.

B) Mac Computers: Firefox 2.0+; Safari 3.0+; Mozilla 1.9+ and Flash Player 9 or higher; audio.

C) Internet connection:

- a) Recommend "Broadband" (256 kbps or higher).
- b) FPC does provide optimized versions of the courses for dial-up connections; these take a longer load time.

2.4.9.4 Ownership of Data: Data provided by or for the State of Indiana shall remain the property of the State and will not be marketed or sold by NWM/FPC without the express written consent of the State.

2.4.9.5 Security of FPC:

A) Off-site backup: Information is safeguarded from loss by two separate off-site backup systems, one running nightly and the other weekly.

B) Data Base Information: Information is safeguarded from unauthorized access by multiple layers of security, including firewalls, password-protected databases, password-protected access for administrators, IP-based authentication, encryption, access logging, and other means.

2.5 Cost Proposal:

A) Our proposal recognizes the State's baseline of \$160,000 and the State's interest in a 10% reduction of this baseline to a \$144,000 level. Our cost proposal will be to provide the proposed services with a minimum cost of \$75,000 and a maximum billing at \$144,000, with the actual cost based on usage of training units, printing of reports, and audit costs.

Example: A configuration of the maximum billing (\$144,000) bid could include:

- 1) 1 audit
- 2) 14,000 training units (a total of 28,000 hours of training)
- 3) 60 staff using our CCP online staff training course (600 hours of staff training)
- 4) 3 in-person staff training sessions

Please note: The cost to the State will be based on actual course usage and billed monthly by actual training units used plus online staff training used during the month. The configuration of the maximum cost to the State will depend on the actual usage.

B) Per use retail costs (see discount below):

- **Cost per course:** The FPC cost system is based on a "Training Unit" system. A Training Unit represents two hours of online training and is currently set at \$10 per unit. The majority of our courses require one training unit each. See Appendix 2.5 for titles and their training unit cost.
Example: A parent who took the course "Anger Outbursts" would use one training unit and the State would be charged \$10 (less discount).
- **On-line Staff Training through the Certified Consultant Program (CCP) (10 hours):** Staff Training for web site administrators; \$200 per individual. See discounted price below.

- **In-person Staff Training:** NWM or the sub-contractor will provide in-person staff training at the cost of \$1,200 plus travel costs each (3 maximum within bid).
- **Reports:** The site administrators can access reports online with the capability to print at no-charge. If NWM is required to print reports there will be a charge of \$1 per page with a minimum of \$5 per report.

C) Additional costs not included in bid:

1. **Customized programming of web engine:** We can provide customized reports, surveys, or other programming needs at \$100 per hour.
2. **Customization or development of a new course:** We can provide additional courses or customize an existing course to meet the specific State needs at a rate of \$1,200 per running minute of the finished product.

D) Discounts:

1. **Training Units:** NWM will provide training units purchased under contract at a 10% discount. Training unit retail rate is \$10; contracted rate will be \$9 per unit.
2. **Certified Consultant Program online staff training:** We highly encourage staff training and therefore offer a 70% discount off our retail rate. Retail rate is \$200 per trainee; contracted discounted rate is \$60 per individual.

2.6 Indiana Economic Impact form:

See Appendix 2.6, the Indiana Economic Impact form.

2.7 Buy Indiana Initiative/Indiana Company

NWM is not qualified as an Indiana business, but our sub-contractor is. See Appendix 2.3.9.

Appendixes

Appendix 2.3.2: Company Certificate of Incorporation

FILED
THE OFFICE OF THE CORPORATION
COMMISSIONER OF THE STATE OF ORE.
NOV 25 1985
JANE EDWARDS
CORPORATION COMMISSIONER

STATE OF OREGON
DEPARTMENT OF COMMERCE
CORPORATION DIVISION

Submit one original
and one true copy
**Filing Fee (831.106) \$ _____
**License Fee (831.006) \$ _____
Payment made by:
Name _____
Address _____

Articles of Incorporation

The undersigned natural person(s) of the age of eighteen years or more, a domestic or foreign corporation, a partnership or an association acting as incorporators under the Oregon Business Corporation Act, adopt the following Articles of Incorporation:

ARTICLE I The name of this corporation is Northwest Media, Inc.

(The corporate name must contain the word "Corporation", "Company", "Incorporated" or "Limited" or an abbreviation of one of such words.)
and its duration shall be perpetual unless limited _____

ARTICLE II The purpose or purposes for which the corporation is organized are:

That he corporation may engage in any lawful activity
for which corporations may be organized under ORS chapter 57

(It is not necessary to set forth in the Articles any of the corporate powers enumerated in ORS 57.030 and 57.035. It is sufficient to state, either alone or with other purposes, "That the corporation may engage in any lawful activity for which corporations may be organized under ORS Chapter 57"; however, it is desirable to state the primary purpose of the corporation in conjunction with such statement.)

ARTICLE III The aggregate number of shares which the corporation shall have authority to issue is

10,000 shares with the par value of \$.50 per share

(Insert statement as to par value of such shares or a statement that all of such shares are to be without par value. If there is more than one class of stock, insert a statement as to the preference, limitations and relative rights of each class.)

ARTICLE IV The address of the initial registered office of the corporation is 345 W 13th
Eugene, Oregon 97401

(Street and Number)

(NOTE—A P.O. Box No. is not acceptable)

(City and State)

(Zip Code)

Appendix 2.3.3: Company Financial Information



www.NorthwestMedia.com
www.SocialLearning.com
www.FosterParentCollege.com
www.Vstreet.com

Balance Sheet As of 12/31/08

CURRENT ASSETS	167,902.85	
FIXED ASSETS	17,044.68	
DEFERRED ASSETS	1,651.86	
TOTAL ASSETS		\$186,599.39
SHORT TERM LIABILITY	30,110.21	
DEFERRED LIABILITY	7,335.00	
TOTAL LIABILITIES		37,445.21
CAPITAL STOCK	41,181.00	
RETAINED EARNINGS	-455,782.23	
CURRENT EARNINGS	566,195.63	
(LOSS) CURRENT YEAR	-2,440.22	
TOTAL EQUITY		149,154.18
TOTAL LIABILITIES plus EQUITY		\$186,599.39

tel 541-343-6636 toll free 800-777-6636 fax 541-343-0177 email nwm@northwestmedia.com
web www.NorthwestMedia.com address 326 West 12th Avenue Eugene, Oregon 97401



www.NorthwestMedia.com
www.SocialLearning.com
www.FosterParentCollege.com
www.Vstreet.com

Income Statements
for Calendar Years
01/01/08 To 12/31/08 And 01/01/09 To 12/31/09

Account Name	2008 Detail	2008 Total	2009 Detail	2009 Total
RESEARCH/GRANTS INCOME	613,021.86		500,415.48	
PRODUCTS INCOME	702,984.18		542,329.11	
PRODUCTS RETURNS	15,539.99		-9,662.19	
TOTAL REVENUE		\$1,300,466.05		\$1,033,082.40
PRODUCTS COGS	128,827.58		89,650.52	
RESEARCH/GRANTS EXPENSES	449,520.73		337,976.86	
PRODUCTS EXPENSES	104,920.18		51,792.78	
MARKETING EXPENSES	163,762.04		101,931.34	
GENERAL EXPENSES	455,875.74		450,855.55	
TOTAL EXPENSES		\$1,302,906.27		\$1,032,207.05
NET INCOME		-\$2,440.22		\$875.35

tel 541-343-6636 toll free 800-777-6636 fax 541-343-0177 email nwm@northwestmedia.com
web www.NorthwestMedia.com address 326 West 12th Avenue Eugene, Oregon 97401



www.NorthwestMedia.com
www.SocialLearning.com
www.FosterParentCollege.com
www.Vstreet.com

Balance Sheet
As of 12/31/09

CURRENT ASSETS	86,625.39		
FIXED ASSETS	21,634.82		
DEFERRED ASSETS	1,432.33		
TOTAL ASSETS			\$109,692.54
SHORT TERM LIABILITY	40,203.01		
DEFERRED LIABILITY	0.00		
TOTAL LIABILITIES		40,203.01	
CAPITAL STOCK	41,181.00		
RETAINED EARNINGS	-536,322.23		
CURRENT EARNINGS	563,755.41		
(LOSS) CURRENT YEAR	875.35		
TOTAL EQUITY		69,489.53	
TOTAL LIABILITIES plus EQUITY			\$109,692.54

Appendix 2.3.8: Authorization Letter



www.NorthwestMedia.com
www.SocialLearning.com
www.FosterParentCollege.com
www.Vstreet.com

September 29, 2010

Northwest Media, Inc. and the operating sub-division Foster Parent College is a private corporation registered in the state of Oregon with all stock shares wholly owed and held by Lee White of Eugene Oregon. Mr. White serves as President, Secretary and is the only Board of Director member.

Therefore be it resolved by the board that Mr. Lee White shall be the legally authorized representative of Northwest Media, Inc and Foster Parent College and for Mr. White to be able to commit the organization contractually with the state of Indiana.

As of this date, September 29, 2010.

A handwritten signature in blue ink, appearing to read 'Lee White', is written over the printed name.

Northwest Media, Inc.
Board of Directors

Lee White, Secretary

Appendix 2.3.9: ATTACHMENT A includes Letter and Commitment Form

MINORITY & WOMEN'S BUSINESS ENTERPRISES RFP SUBCONTRACTOR



September 27, 2010

Lee White
CEO & President
Northwest Media, Inc.
326 W. 12th Ave.
Eugene, OR 97401

Subject: **State of Indiana RFP 11-16, Online Resource Parent Training**


Dear Mr. White,

Briljent, LLC (Briljent) is pleased to confirm our commitment to serve as a subcontractor to Northwest Media, Inc. (Northwest Media) in support of your proposal to the state of Indiana for the above mentioned RFP on behalf of the Indiana Department of Child Services. Briljent is an Indiana certified WBE and this letter also serves as our commitment to abide by all state procurement regulations including all mandatory contract clauses as outlined in the RFP.

We look forward to working with Northwest Media by providing outreach and training services as detailed in the response to the RFP. Briljent understands that there is no commitment for work by Northwest Media unless the RFP activity results in a contract award with the State of Indiana. Should Northwest Media sign a contract with the State of Indiana, Briljent will participate for a minimum of 8% or more of the total billing of the contract. It is anticipated that we will provide our services on an as-needed basis throughout the term of the two year contract.

Briljent is a Limited Liability Company (LLC), formed in 1998 in the State of Indiana. We are certified as an Indiana Women Business Enterprise (WBE) and are providing services in the industry areas in which we are certified as listed in the IDOA Directory of Certified Firms (Bidder ID # 0000002628). Additionally, we are registered with the Secretary of State under Control # 1998050770, Creation Date 5/14/1998 and Expiration Date 12/31/2050.

We appreciate and value the potential opportunity to work with you and the state of Indiana on this initiative!

By: 
Kathy Carrier
President & CEO
Briljent, LLC
7615 W. Jefferson Blvd.
Fort Wayne, IN 46804

Date: 9/27/10

By: 
Mr. Lee White, CEO & President
Northwest Media, Inc.
326 W. 12th Ave.
Eugene, OR 97401

Date: 9/27/10

STATE OF INDIANA MBE/WBE SUBCONTRACTOR COMMITMENT FORM

RFP# 11-16, Online Resource Parent Training

DUE DATE: October 4, 2010

TOTAL BID AMOUNT: The bid amount is a minimum cost of \$75,000 and a maximum billing at \$144,000 with the actual cost based on usage of training units, printing of reports and audit costs.

<input type="checkbox"/> MBE Firm <input checked="" type="checkbox"/> WBE Firm Company Name: Brilljent, LLC Address: 7615 W. Jefferson Blvd. Fort Wayne, IN 46804 Sub-Contract Amount: Dependent upon total billing of the contract. Sub-Contract Percentage of Total Bid: 8% minimum	Contact Person: Cathy Huff E-mail: chuff@briljent.com <table style="width: 100%;"> <tr> <td style="width: 50%;">Telephone Number: (317) 735-3474</td> <td style="width: 50%;">Fax Number: (317) 735-3700</td> </tr> </table> Describe service/product to be provided: Briljent will provide outreach and training services.	Telephone Number: (317) 735-3474	Fax Number: (317) 735-3700
Telephone Number: (317) 735-3474	Fax Number: (317) 735-3700		
Provide approximate dates when Sub-Contractor will perform on this project: Brilljent will provide services on an as-needed basis throughout the term of the two year contract.			

<input type="checkbox"/> MBE Firm <input type="checkbox"/> WBE Firm Company Name: Address: Sub-Contract Amount: Sub-Contract Percentage of Total Bid:	Contact Person: E-mail: <table style="width: 100%;"> <tr> <td style="width: 50%;">Telephone Number: () ()</td> <td style="width: 50%;">Fax Number: () ()</td> </tr> </table> Describe service/product to be provided:	Telephone Number: () ()	Fax Number: () ()
Telephone Number: () ()	Fax Number: () ()		
Provide approximate dates when Sub-Contractor will perform on this project:			

Northwest Media, Inc. Respondent Firm 326 W. 12 th Ave. Address Eugene, OR 97401 City/State/Zip Code Lee White	541-343-6636 Telephone Number 541-343-0177 Fax Number Lee@northwestmedia.com Email address Authorizing Signature Lee White, CEO & President Printed Name and Title
Representative Date <u>9/30/2010</u>	

☐ Please check if additional forms are attached.

Page 1 of 1

FORM MUST BE COMPLETED IN ITS ENTIRETY WITH COMPLETED LETTERS OF COMMITMENT

Appendix for 2.4.7.1 & 2.4.7.2: Course Descriptions Listed Alphabetically (see Appendix 2.5 for listings of course titles by category)

Foster Parent College Online Course Descriptions

ADHD/ADD/ODD

James Kagan, M.D. lends his many years of experience to the discussion of ADHD, ADD, and ODD in foster children. An exploration of the symptoms associated with these childhood behavior disorders is followed by insights into and steps for parenting these children. Dr. Kagan shares additional suggestions and recommendations for parents on working with their child's physician and school. Supplemental handouts are included.

Course Objectives

- At the end of this course, you will be able to:
- List the three types of Attention Deficit Hyperactive Disorder (ADHD).
- Identify behaviors commonly seen in children with ADHD/ADD.
- Identify behaviors associated with Oppositional Defiant Disorder (ODD).
- Explain what may contribute to ADHD or ODD in foster and adoptive children and youth.
- Identify strategies for working with children and youth who have ADHD and/or ODD.
- Understand the importance of working with the child's school and physician.

Anger Outbursts

In this course, Rick Delaney, Ph.D. covers four types of anger outbursts in children: temper tantrums, assaultive behavior toward other children, rage toward the mother, and erratic or unpredictable anger. For each type of anger outburst, Dr. Delaney gives viewers insight into possible reasons for the behavior, as well as practical and immediate steps parents can take to deal with their child's particular type of anger outburst. Also provided are general steps for all foster or adoptive parents who are caring for a child with an anger problem. This course includes supplemental handouts.

Course Objectives

At the end of this course, you will be able to:

- Identify possible causes for temper tantrums, assaultive behavior towards other children, rage toward the mother, and erratic or unpredictable anger in foster and adoptive children.
- Understand ways children express anger.
- List warning signs of serious anger problems.
- Identify when to seek the assistance of a qualified therapist.
- List positive, immediate steps that can be used to deal with temper tantrums.
- Outline effective strategies parents can use with violent and assaultive children and youth.

Anger Pie

Rick Delaney, PhD. discusses the ABCs of behavior in relation to anger outbursts in 5-to- 10-year-old children. Understanding the Antecedent, Bias/Behavior and Consequences of children's challenging behaviors can help parents anticipate, successfully handle, and help change anger outbursts. Also discussed are the impacts of child maltreatment on behavior, warning signs of anger outbursts, positive and negative consequences of behavior, healthy anger, and when to seek professional help.

Course Objectives

At the end of this course, you will be able to:

- Identify the ABCs of anger outbursts.
- Identify antecedents and consequences of anger outbursts.
- Understand how past experience influences bias.
- Describe how bias influences behaviors.
- Give examples of positive and negative consequences.
- Describe healthy anger.

Child Abuse and Neglect

Betsy Keefer Smalley, LSW, researcher and foster parent trainer with the Institute for Human Services in Ohio, leads this pre-service course for individuals who want to become foster parents. Child Abuse and Neglect focuses on understanding child physical abuse and neglect, and developing empathy for birth parents. Also covered are how to distinguish between abuse and common, accidental childhood injuries as well as reporting to authorities. Supplemental handouts round out the course. Caution: contains graphic images.

Course Objectives

At the end of this course, you will be able to:

- Understand the causes and risk factors of child maltreatment
- Develop empathy for the birth parents
- Distinguish between common, accidental childhood injuries and abuse
- Identify child physical abuse and neglect
- Know when and how to report abuse to authorities

Child Safety and Supervision

Michael F. Quinn, M.A., social worker and foster family agency supervisor in residential foster care and group home settings, discusses the safety challenges faced by foster parents. Also covered are the importance of collecting pre-placement information, making in-home observations of child behavior, developing in- and out-of-home safety plans, reporting unusual incidences, and working as a childcare team member. Supplemental handouts are included.

Course Objectives

At the end of this course, you will be able to:

- Collect important pre-placement background information about a child's special needs.
- Adjust a home's safety features to best meet a child's needs.
- Conduct in-home observations of a foster child.
- Develop a safety plan for in- and out-of-home situations.
- Report unusual events or incidences to the proper authorities.

Childhood Anxiety Disorders

Dr. James Kagan, a pediatric psychiatrist, discusses several anxiety disorders that are commonly seen in children in care. Topics covered include physical and behavioral symptoms, the role of heredity and prior experiences, and treatment options. Dr. Kagan also provides information on the foster parent's role in managing care for these children and working with professionals.

Course Objectives

At the end of this course, you will be able to:

- Identify symptoms and causes of anxiety disorders.
- List types of anxiety disorders.
- Identify emotional symptoms that may be signs of an anxiety disorder.
- Describe steps that can be taken to help children with anxiety disorders.
- Identify treatment options for children with anxiety disorders.

Children with Autism

Robert Nickel, MD, professor of pediatrics and expert in the field of autism, discusses the challenges faced by parents of children with Autism Spectrum Disorders. Based on 30 years of experience as a developmental and behavioral pediatrician Dr. Nickel helps parents understand the behavioral, social and medical issues surrounding autism. Also discussed are developmental delay and autism, Functional Behavioral Assessment, Asperger syndrome, alternative and complementary therapies and medication.

Course Objectives

At the end of this course, you will be able to:

- Discuss the characteristic behaviors of children with Autism Spectrum Disorders.
- Describe the general recommendations for treatment and the professions that can support children with autism and their families.
- List the medical problems experienced by many children with autism.
- Describe the next steps to obtain further information about autism.
- List behavioral strategies that parents can use with children with autism.

Culturally Competent Parenting

Fostering or adopting a culturally different child presents a unique set of challenges and concerns. Providing children of minority cultures an environment that takes into account their cultural differences is critical component of culturally competent parenting. FPC's "Culturally Competent Parenting" addresses how to help children maintain and feel good about their culture.

Join Tonya M. Coakley, PhD. M.S.W., Assistant Professor of Social Work from the University of North Carolina, Greensboro, as she offers insight and practical solutions to majority culture parents caring for minority culture children. This course focuses on helping children appreciate and maintain their cultural identity, building children's confidence in dealing with prejudice and racism, and advocating on behalf of children. Also covered are causes of cultural confusion; key points necessary for the development of a healthy cultural identity; general steps parents can take to enhance a child's cultural identity.

Course Objectives

At the end of this course, you will be able to:

- Identify causes of cultural confusion.
- Develop empathy for a minority child living in a majority culture family.
- Identify strategies to help children appreciate and maintain their cultural identity.
- Identify strategies to help children confidently deal with prejudice and racism.
- Know when and how to advocate for rights on a child's behalf.
- Identify key points necessary for the development of a healthy cultural identity
- Identify general steps parents can take to enhance a child's cultural identity.

Eating Disorders

Rick Delaney, Ph.D. shares his expertise on common eating disorders in foster and adoptive children: stealing and hoarding food, gorging, refusing to eat certain foods, and anorexia. Common causes for eating disorders and concrete steps a foster parent can take to promote positive food and eating habits are discussed. Caring for a child with an eating disorder and the importance of understanding when to seek medical or professional help are also covered.

Course Objectives

At the end of this course, you will be able to:

- List four types of eating disorders in children.
- Identify issues related to eating disorders in foster and adoptive children.
- Describe how eating disorders may reflect a child's need for control.
- List strategies to help children learn positive food and eating habits.
- Understand when it is critical to seek medical and/or professional help and why.

Fire-Setting

Four types of fire-setting behavior – “silent-but-deadly,” impulsive, disturbed, and accidental or curious – are discussed by Rick Delaney, Ph.D. in this course. In addition to examining common causes for fire-setting behavior, Dr. Delaney covers warning signs, evaluation, and help for children with this behavior. Fire safety education is also discussed.

Course Objectives

At the end of this course, you will be able to:

- List four types of fire setting behavior.
- Identify tips for immediately helping the accidental, or curious, fire setter.
- List steps for helping seriously disturbed fire setters.
- Identify where to have a child evaluated for fire setting risk.
- Describe ways to educate a child in fire safety.
- Identify the warning signs of silent anger.

Grief & Loss in the Care System

Charley Joyce, LICSW, discusses how, in foster care, grief and loss are experienced by everyone involved in the removal and placement of a child. The child, birth parents, and the foster family all go through stages of grief. Yet, this grief is often denied or hidden. Learn about the stages of natural grieving, how grief is expressed, and “complex grief.” Also discussed are strategies for helping children, birth parents and family members handle and appropriately express their feelings of grief and loss.

Course Objectives

At the end of this course, you will be able to:

- Identify the stages of grief.
- Understand what contributes to foster children’s, birth parents’, and foster parents’ grief.
- Describe the manifestations of grief and loss in children, birth parents and foster parents.
- Identify strategies for helping children through the grieving process.
- Describe “complex grief.”
- Identify strategies for helping prevent “complex grief.”

House Safety

House safety and compliance with state regulations for foster homes are discussed by Michael F. Quinn, M.A., social worker and foster family agency supervisor. Michael shares his 25 years of experience in the field of residential foster and group home care as he takes viewers on a virtual tour of a typical foster home. A sample room-by-room home inspection checklist, highlighting common foster home regulations, is among the handouts included for downloading by course participants.

Course Objectives

At the end of this course, you will be able to:

- List the reasons for conducting a self-guided home inspection.
- Describe how to conduct a self-scout walk-through home inspection.
- Identify common household hazards.
- List strategies for keeping interior and exterior locations safe for children.

Kinship Care

Joseph Crumbley, D.S.W. explores issues specific to kinship care. The course focuses on some of the unique problems and stressors related to this type of care. Dr. Crumbley offers caregivers insights and steps on kinship parenting, and he provides general steps for parents to consider when parenting these special foster children. Supplemental handouts are included.

Course Objectives

At the end of this course, you will be able to:

- Identify two reasons for the increase in children in kinship and relative care.
- Identify three reasons why kinship/relative care is positive for the child.
- State three challenges faced by kinship providers.
- Identify clinical issues or fears that can impact the behavior of a child in kinship care.
- List strategies for helping a child develop respect for, trust in, and loyalty to the kinship family.
- List ways to acknowledge a child's feelings and develop positive, appropriate ways to communicate.
- Identify steps for involving all family members in developing a plan for the child.

Lying

Rick Delaney, Ph.D. examines underlying motivations children may have for not telling the truth: to get out of trouble, to boost self-esteem or get attention, and to get others in trouble. He also examines pathological lying and "good" and "bad" tattling. Dr. Delaney gives parents strategies for teaching children in their care to learn to tell the truth and develop emotional honesty.

Course Objectives

At the end of this course, you will be able to:

- Identify four underlying reasons that can cause children to lie.
- List strategies for helping children learn to tell the truth.
- Outline positive strategies to help reduce the frequency of pathological lying.
- Distinguish between "good" and "bad" tattling.
- State how to focus on the emotional and psychological needs that cause a child to lie.
- Understand how to help a child develop emotional honesty.

Positive Parenting I

Cooperation, Tracking Behavior, and Encouragement are strategies covered by Rick Delaney, Ph.D. as he discusses positive parenting. Examples and non-examples of each strategy are depicted in scenarios that specifically illustrate how to employ each technique. Dr. Delaney also provides handouts parents can use to supplement their efforts at home.

Course Objectives

At the end of this course, you will be able to:

- Identify cooperation, tracking and encouragement as three key components of positive parenting.
- Describe approaches for managing desirable and undesirable behavior.
- Identify steps to making effective requests.
- Track behaviors.
- Understand strategies for providing encouragement that works.

Positive Parenting II

The second in a series, this course covers Setting Limits and using Behavior Contracts. Rick Delaney, Ph.D. builds on techniques presented in Positive Parenting I to strengthen skills necessary to insure successful behavior change. Handouts developed by Dr. Delaney complement the examples from the course.

Course Objectives

At the end of this course, you will be able to:

- Identify reasons for setting limits and using behavior contracts with foster children and youth.
- Describe ineffective approaches for setting limits.
- List strategies and tips for effectively setting limits with young children, school age children and older youth.
- Distinguish between informal and formal behavior contracts.
- Describe basic steps for writing and implementing a successful behavior contract.
- Target and track a specific behavior.
- Identify principles critical to the success of a behavior contract.

Positive Parenting III

In the last of a three-part series, Rick Delaney, Ph.D. covers strategies parents can use to handle situations that have turned out negatively. Time-Out, Privilege Removal, and Extra Chores are discussed as positive strategies that can be used with fairness and respect. Additional handouts are included.

Course Objectives

At the end of this course, you will be able to:

- Apply time out, privilege removal and extra chores as positive parenting techniques to punish negative behavior.
- State two key goals of positive parenting.
- Identify three strategies for effective use of time out.
- Identify strategies for effective use of privilege removal.
- Describe how to make extra chores an effective approach to discipline.
- Explain when to change strategies.

Reactive Attachment Disorder (RAD)

Following a brief overview of RAD, Rick Delaney, Ph.D. discusses the emotionally promiscuous and the hyper-vigilant types of this disorder. Healthy attachment and steps caretakers can take to positively parent a child with RAD are examined. Dr. Delaney encourages parents to look beyond diagnostic labels and ask why a child is behaving in a particular way. Handouts providing more in-depth information are available.

Course Objectives

At the end of this course, you will be able to:

- Identify two caregiver qualities that lead to secure attachments.
- Briefly describe the parent/caregiver-child attachment bond.
- List four stages of attachment.
- State common functions of conduct problems in maltreated foster and adopted children and youth.
- List three key components of a healthy attachment.
- Describe behaviors commonly seen in children with RAD.
- List seven steps caregivers can take to positively parent a child with RAD.

Relationships: Strengthening Communication

Dr. Scott Stanley and Dr. Howard Markman, founders of the Prevention and Relationship Enhancement Program (PREP), are hosts for this course. Based on PREP and more than 30 years of research, the course teaches viewers how to recognize four communication danger signs and develop new, healthy communication skills that will enrich a couple's relationship. Interactive quizzes, a private online journal, and handouts round out the course.

Course Objectives

At the end of this course, you will be able to:

- Identify four communication danger signs.
- Describe escalation, invalidation, negative interpretations, withdrawal and avoidance.
- Identify four healthy communication techniques.
- Describe when and how to take a break.

- Identify the speaker-listener techniques of paraphrasing and using “I” statements.

Running Away

Rick Delaney, Ph.D. explores reasons children run away from caregivers. Five types of runaway behavior are examined: searching for roots, running from rules, running from love and intimacy, wanting to be wanted, and running to street crime. Dr. Delaney discusses warning signs of running away and the development of a safety plan.

Course Objectives

At the end of this course, you will be able to:

- Identify five reasons why foster children might run away.
- List five warning signs of running away.
- Describe four ways to help children stay connected to a birth parent.
- Identify three components of a safety plan.
- Describe five strategies for promoting non-threatening belonging.
- State three ways to replace negative attention-seeking behaviors.

Safe Parenting

Caesar Pacifici, Ph.D. and Rick Delaney, Ph.D. explore safe parenting issues. Topics covered include safety plans; children’s health, safety, and security interests; a child’s actual versus developmental age; trauma history; treatment plans; and state regulations. Drs. Delaney and Pacifici acknowledge the challenges of foster and adoptive parenting, and they provide concrete information for caregivers on strategies and regulations. Supplemental handouts are provided.

Course Objectives

At the end of this course, you will be able to:

- Describe how a child’s trauma history impacts how a parent should discipline.
- State strategies for safe discipline.
- List three ways to promote physical and emotional security for a child.
- State four factors important in maintaining a child’s health and security.
- Identify a critical incident and how to report it.
- Identify six disciplinary actions that are prohibited by many state child welfare agencies.

Self-Harm

In this course, Rick Delaney, Ph.D. discusses a wide spectrum of self-injurious behaviors: hair pulling, reckless accidents, high-risk behavior, self-harm, and suicidal behavior. Dr. Delaney examines characteristics of children at high risk for suicide and psychological/medical reasons that may contribute to self-harming behaviors. Strategies for reducing potential harm are also covered. Supplemental handouts are included.

Course Objectives

At the end of this course, you will be able to:

- State five types of self-harming behaviors.
- List types of high-risk behavior.
- List characteristics of children at high risk for suicide.
- State two psychological/medical conditions that may contribute to self-harming behaviors.
- List strategies for reducing potential harm for children with self-injury behaviors.

Sexualized Behavior

Four types of sexualized behavior are covered in this course: obsessive sexualized behavior, sexual behavior with siblings, seductive behavior toward adults, and public masturbation. Rick Delaney, Ph.D. examines this sensitive topic with understanding and compassion. Dr. Delaney discusses the possible causes of sexualized behavior in children, provides strategies for protecting all family members, and offers guidelines to follow in the event a child discloses sexual abuse.

Course Objectives

At the end of this course, you will be able to:

- Identify four types of sexualized behavior in children.
- Develop insights into possible causes for sexualized behaviors.
- State four strategies for helping the child with obsessive sexualized behaviors.
- List steps for insuring the safety of all family members when confronted with sexualized behaviors.
- Identify the roles sex can play for sexually abused children and youth.
- List guidelines to follow if a child discloses sexual abuse.
- State simple household rules that can help protect the sexually abused child and others.

Sleep Problems

Rick Delaney, Ph.D. discusses common sleep problems of childhood: fears about sleeping alone, frequent waking and roaming, nightmares and night terrors, and sleep problems caused by depression. Nightmares, night terrors, and depression are explained, and Dr. Delaney covers when to seek medical or professional help for children with sleep problems. Strategies to help parents define and set up bedtime routines and help children feel safe are included.

Course Objectives

At the end of this course, you will be able to:

- Identify four types of sleep problems in children.
- Describe a bedtime routine.
- List four strategies to help a child who is unable to sleep alone feel and be safe.
- Describe the difference between nightmares and night terrors.

- State when to seek professional/medical help for a child with sleep problems.
- List the warning signs of depression in children.
- Identify five simple strategies to help a child with sleep problems.

Stealing

Causes for stealing behavior and teaching positive replacement behaviors to children who steal are explored by Rick Delaney, Ph.D. Shoplifting, stealing based on envy or revenge, stealing from loved ones, and kleptomania are discussed in the context of possible motivation for those behaviors. Dr. Delaney also provides information on strategies for dealing with a child who steals and when to seek professional help.

Course Objectives

At the end of this course, you will be able to:

- Identify four types of stealing.
- List four steps for teaching positive replacement behaviors to the child who shoplifts.
- Describe how anger is expressed through stealing.
- List strategies for helping a child express angry and jealous feelings without stealing.
- Describe possible motivations behind a child's stealing from loved ones.
- Describe when to seek professional help for a child who steals.
- List six positive strategies for dealing with a child who steals.

Substance-Exposed Infants

Robert Nickel, MD, developmental pediatrician and professor of pediatrics and Susan Edelstein, MSW, Program Director of TIES for Adoption/ UCLA address the issues and challenges faced by parents who care for substance-exposed infants. The health and medical needs of infants and newborns prenatally exposed to drugs can be perplexing and serious. This course sheds light on this complex subject and provides useful strategies for parenting these infants as well as valuable tips for working with an infant's professional team.

Course Objectives

At the end of this course, you will be able to:

- Understand the effects of prenatal substance exposure on infants.
- Identify myths and common misinformation about the effects of substances on infants and children.
- Identify medical issues of substance-exposed infants.
- Identify strategies for parenting irritable, dysregulated infants.
- Identify strategies for parenting lethargic infants.
- Understand how to work with professionals and the child's biological parents.

Wetting and Soiling

The issue of wetting and soiling is addressed by Rick Delaney, Ph.D. in this course. Common and not-so-common childhood problems are discussed: wetting as an emotional outlet, wetting as self-defense, classic wetting, soiling and smearing, and constipation and withholding stools. Medical and psychological causes for wetting and soiling are discussed by Dr. Delaney. Also provided are strategies for helping children with bowel regulation.

Course Objectives

At the end of this course, you will be able to:

- Identify five types of wetting and soiling problems in children.
- State medical and psychological causes for wetting and soiling.
- List strategies for regulating a child's bowels.
- Identify strategies to help a child use words to express feelings and emotional needs.

Working with Birth Parents I: Visitation

Charley Joyce, LICSW explores problems and solutions relating to birth parent visits. Mr. Joyce discusses the three phases of the visitation process and identifies strategies foster parents can use to make visits positive and productive. The role of the foster parent during visits and the benefits for foster children of birth parent visits are covered. Supplemental handouts are included.

Course Objectives

At the end of this course, you will be able to:

- Identify three phases of the visitation process.
- List the benefits for foster children of visitation with biological parents.
- Describe the role of the foster parent in the visitation process.
- Identify problems that may occur before, during and after visitation.
- Identify solutions to problems that may occur during the visitation process.

Working with Schools

Karen Jorgenson, M.A. and Ginger Gorham, M.S. examine problems frequently encountered when working with a child's school and offer simple, positive guidance to foster parents on developing a working relationship with schools. Ms. Jorgenson and Ms. Gorham also discuss building a school-parent team, roles and responsibilities of the foster parent and the school, special education, homework strategies, and dealing with difficult behaviors at school. Handouts are included.

Course Objectives

At the end of this course, you will be able to:

- Identify reasons children in care experience significant school problems.
- Identify members of a school "team."

- State school and foster parent roles and responsibilities.
- Identify strategies to help a child transition to a new school.
- Identify ways to advocate for your child when dealing with schools.
- Describe the role of the parent in the special education process.
- List strategies for overcoming homework struggles.
- Identify methods for dealing with difficult behaviors at school.

Appendix for 2.4.9.1: Attachment D, Assistive Technology Compliance Evaluation Form (We are including the section of the AT Compliance Evaluation that applies to the RFP: Web-Based Applications.)

Web-Based Applications Accessibility Compliance Evaluation Template		
<i>Criteria</i>	Supporting Features	Remarks and explanations
(a) A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).	We code our html elements with "title" or "alt" when appropriate.	
(b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.	We provide text versions for our courses. They are not in synchronization with the normal presentation.	
(c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.	In general, we do not rely on colors to convey information.	
(d) Documents shall be organized so they are readable without requiring an associated style sheet.	The content and structure of the documents should retain in most cases, without the style sheet.	
(e) Redundant text links shall be provided for each active region of a server-side image map.	n/a	
(f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	There is one situation we use an image map as an alternative of selecting states. The text links are available.	
(g) Row and column headers shall be identified for data tables.	This is supported	
(h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.	We provide adequate association between data cells and header cells.	
(i) Frames shall be titled with text that facilitates frame identification and navigation	This is supported	

(j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.	We are within compliance	
(k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.	Some courses have text only version.	
(l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by Assistive Technology.	We are within compliance.	
(m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).	We provide links to adobe flash player. I am not sure if it is 1194.21(a) through (l) compliance.	
(n) When electronic forms are designed to be completed on-line, the form shall allow people using Assistive Technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.	We utilize "tab index" with forms which should allow traversing of the fields with the tab key.	
(o) A method shall be provided that permits users to skip repetitive navigation links.	We do not have this method.	

(p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.	We do not require timed responses.	
---	------------------------------------	--

Note to 1194.22: The Board interprets paragraphs (a) through (k) of this section as consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 1.0 (WCAG 1.0) (May 5 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium: Paragraph (a) - 1.1, (b) - 1.4, (c) - 2.1, (d) - 6.1, (e) - 1.2, (f) - 9.1, (g) - 5.1, (h) - 5.2, (i) - 12.1, (j) - 7.1, (k) - 11.4.

Corporate Computer Security and Recovery Configuration

NORTHWEST MEDIA, INC CORPORATE SECURITY POLICY
Updated September 25, 2010

Security and Safeguarding of Information

- **Data Center.** Northwest Media websites are hosted on dedicated servers provided by The Planet, an Internet website hosting company, located in Dallas, Texas. As a leader in the server hosting industry, The Planet exceeds the standards in data center security, network security, and power management. For more information, visit <http://www.theplanet.com>.
- **Web Servers.** Each individual web server is protected by firewalls. Administrative access to our servers is restricted to connections from Northwest Media IP range, meaning only computers operating from the Northwest Media network may gain management access to the web servers. The access is further protected with password authentication and only granted to a small number of Northwest Media employees. All server administrative access is carried with encryption over the network security protocol, SSH.
- **Web Server Software and Database.** Our web server software, Apache HTTPD, is routinely maintained with the up-to-date security updates. Our database is protected with password-based access. Within the database, member passwords and other sensitive information, such as credit card numbers, are strongly encrypted.
- **Authentication.** Website member logins are conducted over a secure Internet connection. Only encrypted login information including passwords are transmitted over the Internet.
- **Information Separation.** Website members can only view their own individual account information. Group administration is structured in a tree-like hierarchy. Each administrator is limited to accessing his/her own group and subgroups.

Data Backup and Recovery

- **Daily Backup.** On a daily basis, the website content, server configuration information and database content is backed up within the servers. This ensures quick recovery should any data corruption occurs.
- **Mirroring to In-house Server.** Also on a daily basis, the website content is mirrored to our secure in-house server. Should the disruption of service occur in a wider scope on the web servers, recovery can be carried out from this in-house server. The in-house server is also configured to run as a web server. If our hosted servers cannot be restored in a timely manner, the in-house server can provide the website service in its place.
- **Weekly Backup.** The website content, server configuration information, database content are backed up on weekly basis to redundant external hard drives. These hard drives are stored at a

secure offsite location. In the worst case scenario, where both the hosted servers and in-house servers are damaged, data from these storage hard drives will be used to restore the websites and its content.

Appendix 2.5: Course Training Units

FPC Courses by Category and by Number of Units to Enroll

The following is a listing of course titles by category and by training unit costs;
one training unit is equivalent to two hours of certified training.

One training unit charged per course:

Behavior Management Courses:

ADHD, ADD, ODD; Anger Outbursts; Anger Pie; Childhood Anxiety Disorders;
Children with Autism; Eating Disorders; Fire Setting; Lying; R.A.D.; Running
Away; Self-Harm; Sexualized Behavior; Sleep Problems; Stealing; Wetting and
Soiling

Parenting Strategies Courses:

Child Safety and Supervision; Culturally Competent Parenting; Grief & Loss in
the Care System; House Safety; Kinship Care; Positive Parenting #1; Positive
Parenting #2; Positive Parenting #3; Safe Parenting; Working with Birth Parents
#1: Visitation; Working with Schools

Two training units are charged per course:

Behavior Management Courses:

Substance-Exposed Infants; Child Abuse & Neglect

Parenting Strategies Courses:

Relationships: Strengthening Communications

Appendix 2.6: Attachment C, Indiana Economic Impact Form

ACCOUNTING OF INDIANA RESIDENT EMPLOYEES

17	<u>Prime Contractor Company Name:</u>	Northwest Media, Inc.	
18	<u>Number of Full Time Equivalent (FTE) employees</u> that are Indiana residents specifically for this proposal or contract:	.1 FTE	
19	<u>Subcontractor Company Name:</u>	Briljent, LLC (WBE)	
20	Address/Contact Person/Telephone Number/Tax ID Number:	7615 W. Jefferson Blvd., Ft. Wayne, IN 46804 Contact: Cathy Huff Phone: 317-735-3474 Tax ID: 35-2046588	
21	<u>Number of Full Time Equivalent (FTE) employees</u> that are Indiana residents specifically for this proposal or contract:	0.08	